

Name of Trainee: Session ref: 170114(1) Personal Training Target(s): S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.	Date: 17/1/14 Class: Nursery/Reception No. of learners: 18/25 Age: 3/4	Foundation Phase Focus Plan 2d
Learning objectives/intentions: Recognise and be able to name common 2D shapes. - Group 1- will be working on circle and square. - Group 2- will be working on circle, square and triangle. - Group 3- will be working on circle, square, triangle and rectangle. - Group 4- will be working on circle, square, triangle, diamond, star and rectangle.	Meeting learners' needs: IEPs for speech- Extra support to say the shape names correctly. Give direct, closed ended questions. V- monitoring Speech and language support Behaviour support	
Introduction/plenary tasks	Main activities <i>This form should be used in conjunction with Form 2C</i>	Resources/ Key Vocabulary Assessment for Learning (strategies and opportunities)
Introduction Carpet Area • Tell the children that our learning objective today is to be able to name some 2D shapes. • Explain that we have been specially chosen for an important job and sent a message from a queen and ask would they like to hear it. • Play animation on IWB of queen explaining to the children that she wants to build a new castle using different 2D shapes and she would like them to design it for her. The animation queen will explain to the children that she has hidden a prize for the	Trainee planned learning (purpose, outline of trainee's role and learning): Creative Area (Me): The children will be given an outline of a castle and have to fill it with the shapes. (group 2- take children in groups of 3) Additional adult tasks (purpose, outline of additional adults' role and learning): Outside: The children will be creating an 'Art Attack big picture'. Using the resources create shapes to design a castle. They will talk about the names of the different shapes they are making as they go along. Take pictures with iPad as they are designing the picture. (Mixed ability group- highest and lowest). Higher ability children	Resources: -animation for IWB -pairs game -picture of shape castle -2x iPad -A4 shape cards -racing rocket and shooting star (AFL resource) for each adult. Key Vocabulary: -Circle -Square -Triangle -rectangle Open-ended questioning during the main activity: - Can you name the shape? - What shape could you use for the drawbridge/tower etc.? - Can you find all of the squares in the picture? - Do you think this is good work? - Thumbs up/thumbs down will be used at the end of the introduction to check that the children understand what they are going to be doing next. - Thumbs up/thumbs down will be used to

children who do the best work: • Success criteria: To get this prize you need to: listen carefully to your teachers instructions and learn the names of the shapes you are shown. • I will explain what the children will be doing in the different activities. • Thumbs up/Thumbs down to check they understand what they are going to be doing.	to buddy up with lower ability children and support them with task. They can use whatever shapes they are familiar with/they suggest. Take children in groups of 6. Maths area : The children will be playing a pairs game. All of the cards will be laid out face down on the table and the children will have to turn two cards over at a time to try and make a pair. Take children throughout session in groups of 3 (Group 1) ICT area : Using the doodle app on the iPad the children will look at a castle by the artist Paul Klee that is made out of shapes and see which shapes they can see and name. Take children throughout session in groups of 4. (group 3) Reception class carpet : The children will be creating a song for the Queen about all of the shapes that she could use to make her castle (for example triangles for the towers etc.). They will be using the musical instruments and singing. The children will have a discussion first (with the shape cards as visual aids) about what shapes could be used for each part of the castle. (Group 4-groups of 6) Independent learning opportunities: Water: Various 2D shapes will be put in the water for the children to investigate. Play dough: Different shaped cutters will be	-2D shape Incidental Welsh: - dwylo i fyrry - eisteddwrch ar y carpet - edrychwch ar y fi - grandewch - benedeig - ardechog - da iawn - un, dai, tri barod?	peer assess selected pieces of work in the plenary. Racing rockets and shooting stars will be used by each adult at the end of the activity they have been leading. This will be recorded on the assessment sheet along with any other comments about how the learners have engaged with the activity and whether they have met the learning objective/needed support. ✓ Racing rockets/shooting stars will also be used in the plenary when I ask the children how well they think have done during the session. ✓ LN Numeracy: Use every day and mathematical language to talk about their own ideas and choices. ✓ Literacy: Use words, phrases and simple sentences. ✓
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	available for the children to use to cut the dough. Table-top: There will be 2D shapes for the children to cut and glue.		
Mini Plenary (To be done in each individual group) -Adult to ask if the children can remember what the queen asked them to do. -Ask them if they think they have been a racing rocket and did a good job but need more practice at remembering the names of the shapes, or whether they think they did a really good job and can remember the names of all the shapes they learnt in their group. -Leading adult to record the progress of the children on the record sheet. -Explain to the children that you are going to let me know who has done a good job and then we will see who has won the prize before dinner. Plenary (will be done at end of second session before dinner) <u>Carpet area:</u> - All of the children will come and sit on the carpet and we will look at some of the work that the children who made shape castles have done. We will also look at the pictures of the children who were in			

the 'Art Attack' group. After the individual pieces I will ask the children to do thumbs up/thumbs down about whether they think the children's work is good.

-At the end of the session we will do racing rockets/shooting stars again.

Curriculum coverage (range and skills):

Skills: Develop their mathematical language across the range of mathematics, and use it in their role play and in communicating/talking to adults about their work.

Range: Know the names of more common 2D shapes.

Literacy	Numeracy	ICT	Communication	Thinking	ESDGC	YCC
Build on previous experience, speak confidently and make themselves clear: organising what they say, choosing words deliberately and relating their contributions in discussions to what has gone on before by taking similar/different views into account, using the conventions of discussion and conversation. ✓	-Recognise patterns, sequences and relationships through practical activities and discussions. -Extract information from a variety of sources, including ICT. -Present their work orally, pictorially and in written form. -Identify, collect and organise information in purposeful contexts. -Play with shapes; make models and pictures. ✓	-Become aware that ICT can be used to communicate ideas. ✓	-Developing information and ideas. -Presenting information and ideas. -Communicating ideas and information. ✓	-Activating prior skills, knowledge and understanding. -Determine the process, method and strategy. -Generating and developing ideas. -Forming opinions and making decisions. -Monitoring progress. -Reviewing outcomes and success criteria. -Evaluate own learning and thinking. ✓		